

Standard USG-2: The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems.

USG-2.2 Explain philosophical influences on the development of American government, including the philosophy and practices of the Greeks and the Romans; the ideals of the Judeo-Christian tradition; and the ideas of such European thinkers as John Locke, Charles de Montesquieu, Thomas Hobbes, Niccolò Machiavelli, and Jean-Jacques Rousseau. (P, H)

Taxonomy Level: 2.7-B Understand Conceptual Knowledge

Previous/future knowledge:

Students will have studied the components and people in this indicator through several grades. There will have been less exposure to Montesquieu and Machiavelli. Students will not have a strong background in the influence of these ideas and philosophers, especially as they relate to the U.S. governmental structure and political development. (1-3.4; 6-2.2; 6-2.3; 6-3.6; 6-5.1; 6-5.3; 7-2.2; GS 1.1; GS 1.2; GS 1.3; GS 2.5; GS 3.4; USHC 2.5)

It is essential for students to read from the writings of the philosophers listed in the indicator. Students should concentrate on the principles in indicator USG-2.1 and the development of these principles in the philosophical writings of those men listed. Combined with USG-2.1 learners should possess an understanding of the **development** and **application** of the basic principles in American government.

It is not essential for students to match authors to titles. The emphasis is on the ideals expressed and either utilized or rejected by Americans in the creation of a national government.

Assessment guidelines:

The objective of this indicator is for students explain the impact of key governmental models and political philosophies. Students should be able to analyze the structure and function of American government and critique the impact of these models and philosophies on American government. It will be necessary for students to describe the causal relationship of these historical examples and writing on the development of the American system. As part of this assessment process students should also be required to argue why certain aspects of these models and ideals were rejected.